

## **CITY OF SAN DIEGO-LOGAN HEIGHTS BRANCH**

### **LIBRARY PLAN OF SERVICE**

Highlight major services to be provided and how they respond to the needs identified in the Community Library Needs Assessment. Includes:

#### **2. Executive Summary**

#### **3. Mission Statement**

The Mission of the San Diego Public Library is:

**Respond** to the information needs of San Diego's diverse communities.

**Ensure** equal access to local, national, and global resources.

**Anticipate** and address the educational, cultural, business, and recreational interests of the public.

**Develop** and provide welcoming environments.

A Strategic Plan for the San Diego Public Library system grew out of years of conversations with community members and library staff. Those conversations were critically important in developing the Plan's three components: a statement of values, a vision for the Library and a set of major goals that will take the Library into the third millennium.

The library focused on three broad areas most in need of development and most likely to bring the library to excellence that the citizens of San Diego deserve. These areas include: *Collections*: excellence in reflecting the unique informational and knowledge needs of the people in San Diego, *Technology*: linking the past and providing a gateway to the future, and *Buildings*: neighborhood libraries that provide welcoming environments and a new Main library that functions as the knowledge resource for the entire City.

The mission for the San Diego Public Library system, which was formally adopted in 1995, was derived from years of experience in the San Diego community, as well as from an awareness of global trends that impact in San Diego. The mission clearly reflects the emergence of a highly complex and interdependent society, and the importance of providing access to information resources for all citizens. Such access is a requirement for participation in a democratic society. The mission statement is highly supportive of the purposes of the Bond Act.

#### **4. Goals and Objectives**

The data gathered as part of the needs assessment process clearly identified the major roles the Logan Heights Branch Library should emphasize. In its publication entitled *The New Planning for Results* (Nelson, 2001), the Public Library Association identified 13 general kinds of library service responses a given public library might select to offer its patrons in response to community needs. While the PLA's list of services is offered as



guidelines, many do in fact describe the kinds of services the Logan Heights Library will seek to offer patrons. The data gathered as part of the needs assessment process clearly identified the major roles the Logan Heights Library should emphasize. These are prioritized into the following three roles using the Public Library Association's New Planning for Results. In addition, the role of **Youth Development** will play an important role in all the activities the library will provide.

**Formal Learning and Support.** The library seeks to develop a strong partnership with local schools by implementing programs which support and supplement educational programs. The library will implement a process of *youth development* that will endeavor to help students who are enrolled in a formal program of education or anyone pursuing their education to attain their educational goals. The library will support the following youth outcomes:

- feel safe in their environment
- have meaningful relationship with adults and peers
- achieve educational success
- have marketable skills
- develop personal and social skills
- youth to contribute to their community

**Information Literacy.** The library will seek to provide the skills related to finding, evaluating and using information effectively.

**Cultural Awareness.** The library will offer services to the community that will help satisfy the desire of residents to gain an understanding of their own cultural heritage and the heritage of others.

In implementing these three roles, the library addressed the needs of residents obtained from surveys, focus groups and meetings. Residents in the Logan Heights community made it very clear that their new library should have the following elements:

- Extensive Homework Center materials
- Access to computers and the Internet
- Materials and programs in Spanish for students and the community

To provide the community with those expressed needs, the Library developed the following goals:

- **Goal 1: To provide children K-12 with the resources necessary to achieve success in school and develop a habit of lifelong learning**

Objective: to provide a library environment that will provide students and their parents ways to achieve school success by creating a comprehensive Homework Center that will include the following components:

-Reference books and electronic resources



- Textbook library
- Tutoring and other academic programs

Service indicators:

- Number of children visiting the homework center
- Number of classes attending library orientations
- Number of times students access electronic resources.

- **Goal 2: To bridge the “digital divide” in the Logan Heights community by providing access to computers and the Internet**

Objective: To provide children K-12, their parents, and community residents with access to computers and the Internet by creating a classroom computer resource center. Patrons would:

- E-mail friends, relatives, “e-pals”
- Learn word processing to complete school assignments, or job applications
- Students would access developmentally appropriate K-12 software programs
- Learn keyboarding skills

Service indicators:

- Attendance at Internet and other computer classes.
- Number of classes booking the computer center
- Number of children and adults using the computer resource center
- Number of classes provided.

**Goal 3: An environment that provides programs and materials for the Barrio Logan community to explore their cultural heritage.**

Objective: To provide children K-12, their parents and other community residents a “Centro Cultural,” a history and cultural center that includes materials in Spanish, exhibits, displays and programs.

Service Indicators:

Number of programs

Attendance at programs

Circulation of foreign language materials

Number of classes visiting the Centro Cultural.

## **5. Types of Services to be Offered**

Through information gathered from discussions with school personnel, questionnaires completed by faculty and staff, and focus groups of students, it was apparent that homework materials and computers were a very high priority. In addition, students mentioned that the need for Spanish language materials and learning about their cultural identity and the culture of others was important to them. These features were also mentioned by residents in their comments at community meetings and through surveys conducted by the Friends of the Library. The current library is inadequate in size to house the materials needed. It’s age and electrical system precludes adaptation for additional computers. There is no space for programs, displays or exhibits on the history and culture of the community.



The library feels the following “special features” create environments that fulfill the needs expressed by residents:

**Goal 1:** To provide children K-12 with the resources necessary to achieve success in school

a. Homework Center

After-school programs that provide enriching learning activities and a safe environment help children develop stronger social skills, achieve academically and better handle conflicts. (Mediavilla, 2001)

“Research has shown that children read more as a result of their participation in the library’s homework-assistance program and that their math grades also improve. English-language skills may also develop as a result of regularly using the library’s homework center.” (Mediavilla, 2001)

There is a strong correlation between library use and higher standardized test scores, improved study habits and grades. This is important in a library service area where no elementary or middle school has an API greater than 600. This is the case in Logan Heights.

Discussions with local schools in the service area indicated a strong need for homework materials for students in a homework center environment. Mentioned in these meetings was the lack of materials in school libraries to assist children in the completion of assignments. In some school library media centers, children were allowed to borrow only one book per week. There were often not enough books on a subject for more than one or two students.

The current branch library has minimal space for both computers and reference materials. The physical constraints of the building make the addition of more computers impossible.

The following components will comprise the Logan Heights Branch Library Homework Center:

1. Reference Center:

- Computer stations, Internet-connected, that will access a variety of electronic databases to assist students in completing their homework assignments. This will be in addition to the library’s on-line Public Access Catalogs which will be sited throughout the building, on both levels.
- Databases will be selected as the result of discussions with staff from the school district’s instructional media center, and with organizations working with pre-school children and their families.



- Resources will fully support the curriculum.
- Continuing discussions with the schools will add and update databases as the curriculum changes.
- All computers would contain developmentally appropriate programs for students, K-12, compatible with software on school computers. These programs will assist students in completing school assignments.
- All computers in the Homework Center would be networked to printers so students, parents and teachers could print the results of their work.
- Library staff will provide discs for students to save their work and will store the discs, if asked.
- Research skill sheets, pathfinders and bibliographies will be created by library and school staff and provided during programs.

## 2. Curriculum Collection:

### School Textbook Collection:

- A reference collection of every textbook and supplementary text currently used at the elementary and middle schools in the service area.
- Texts will be available for students to use at the library before and after school, weekends, school holidays and
- Books will be obtained from the school's Instructional Media Center.
- The collection will be revised and updated as the school adopts different texts.

### Teacher Resource Center:

- A collection of curriculum enhancing materials will be available.
- Materials will be both reference and circulating.
- They will include: bulletin board ideas, materials on teaching techniques, innovative curriculum ideas.
- Pathfinders for teachers on where to find creative curriculum ideas and clip art on the web will be created.

## 3. Homework Hotline: Teachers assigning reports to their students will be able to telephone the Youth Services Librarian at the Logan Heights Branch before or during school.

- This telephone line will be for the exclusive use of classroom teachers or library media center staff.
- Relevant materials will be pulled from the collection
- Pathfinders, websites and bibliographies will be created
- The Youth Services Librarian will gather additional materials from the Central Library and other branches for supplementary materials or additional copies of required reading.



- A camera mounted on the reference desk computer and linked to the classroom computers will provide “instant” feedback for questions during instructional times, if needed.
4. Bilingual Reference Collection:
- A comprehensive reference collection in English and Spanish

#### Open Hours

9:30am to 8pm Mondays through Thursdays

9:30am to 5:30pm on Fridays and Saturdays

1pm to 5pm on Sundays.

Teachers can make appointments to bring their classes to the homework center for group instruction and orientation.

Priority will be given to classes during the school day.

#### Staffing

Youth Services Librarian will be supervise this area and be available during library open hours. The Youth Services Librarian will also have the following additional staff:

Library Assistant at least one full-time Library Assistant will be assigned to work with the Youth Services Librarian to provide programming assistance, reference services, provide orientations and assist with collection development.

Library Aides: at least four Library Aides will be assigned to work with the Youth Services Librarian to make sure materials are shelved. These aides will be recruited from local students in the community.

Volunteers: The Youth Services Librarian will recruit and train volunteers to assist students in using the library’s resources. Parents, seniors and older students will be recruited through flyers, PTA meetings, articles in local newspapers and through outreach to schools, churches and businesses.

School District Liaison: It is hoped that a volunteer or retired school media teacher will act as school liaison to work with library staff in developing programs, working with faculty and students, K-12, in the Logan Heights area.

#### Programs and Partnerships

Since the Logan Heights Branch is adjacent to two schools, the staff will work with teachers in the development of a “youth board” that will assist staff in developing programs of interest to students. This board will plan, program and implement appropriate programs for youth. Based on the vision of creating welcoming spaces for teens that provide positive opportunities for development, the center will offer library-based educational enrichment. There will be opportunities for teens to become library advisors and advocates, to receive homework assistance, to learn technology skills, to interact with positive adult role models and to



participate in parental education classes. All aspects of the program are teen-directed.

Programs and partnerships would include:

#### Homework Assistance

- *STAR/PAL*, a non-profit organization that provides meaningful leisure time opportunities for youth ages 5 through 18 in the City and County of San Diego will provide homework assistance after school.  
Homework assistance from STAR/PAL was previously unavailable at the branch library due to space constraints and the lack of materials to assist children. The new branch will enable law enforcement staff to tutor children and have the resources available to them in this program.
- *San Diego State University and local Community Colleges* will be asked to provide tutors for homework assistance.
- *Community Agencies and Organizations* will be asked to provide tutors.
- *Local schools* will be contacted for peer tutoring.

#### Orientations and Tours

- Provided by library staff, trained volunteers or “docents” from the community.
- Special tours will be given to classes and designed according to the needs of teachers.
- All tours and orientations will be bilingual.
- Information on the library’s collections, special features and resources will be provided. All handouts will be bilingual

#### Story Programs

- Conducted by library staff or performers hired by the library.
- Story times or book talks, geared to the age of the child.
- All story programs will be bilingual.

#### Parenting Programs

- Assisted by staff from the William B. Lynch Foundation, Headstart and other community agencies who have agreed to present programs for families.
- Address life issues related to academic achievement and school success.
- May include experts from the fields of education, social work.
- Topics such as peer pressure, addiction, positive parenting, discipline would be discussed.
- Parent’s Night programs on how to use homework resources will be created and presented with the assistance of school personnel.
- All programs will be bilingual.



**Goal 2:** To bridge the “digital divide” in the Logan Heights community by providing access to computers and the Internet

**b. Community Technology Center (Computer Resource Center)**

Research has shown that Hispanics are 31% more likely to use the Internet outside their home. Furthermore, individuals without Internet access at home are more likely to use public libraries (22% vs 15%) than those with access. (RTA, 2001) Based on input through surveys, focus groups and discussions with community agencies, the following services would be provided for students and other residents in the Logan Heights service area:

- A Lab would be designed for teachers to instruct their entire class at one time. Adjacent schools report that one computer per four children in a classroom is now available on their sites. The lab would also be available for adult classes.
- A classroom of 35 computers gives each adult or child their own workstation.
- Students could save their work to discs and use the lab after school, on holidays and vacations to complete reports.
- Internet-connected so that library staff, volunteers and teachers could teach researching skills.
- Each computer would have the Microsoft Office suite, Adobe Photoshop and other features designed to maximize the learning environment.
- Software would be purchased and installed in consultation with school staff to ensure that it is appropriate for the learning environment.
- All computers will be networked to printers. Library staff will provide discs for students to save their work and will store the discs, if asked.
- Computers would contain developmentally appropriate software for K-12 students, selected with the cooperation of school staff and compatible with the school curriculum.

**Open Hours**

9:30am to 8pm Mondays through Thursdays

9:30am to 5:30pm on Fridays and Saturdays

1pm to 5pm on Sundays.

Teachers can make appointments to bring their classes to the computer lab for group instruction and orientation. Priority will be given to classes during the school day.

**Staffing**



Teacher/Library Assistant: Since this is a teaching, learning lab, the lab would be staffed with a teacher from the neighboring schools when classes are present and one full-time Library Assistant, available to answer questions and troubleshoot technical issues.

Volunteers: It is anticipated that volunteers would be recruited from nearby colleges and community colleges to assist computer lab users. Volunteers would also teach classes on a variety of topics from Internet searching to word processing. It is also hoped that the nearby Middle School will provide one-on-one tutoring to elementary school children as part of an after-school program.

### Programs and Partnerships

#### Internet Classes:

- Volunteers and assistance in classes and programs in the computer lab provided through partnerships with local area colleges and community colleges.
- Types of classes and programs would be created based on input from school staff and requests from the community.

#### Word Processing

- Classes conducted by either library staff or community partners
- Pathfinders would be developed in conjunction with this class.
- Teachers and the School Librarian would work with the library staff in developing these programs.

#### Keyboarding Skills

- Classes conducted by either library staff or community partners

#### Computer Tutoring:

- Volunteers will be recruited from the nearby middle school to provide one on one tutoring to the elementary school students.
- San Diego State University and the local community colleges will recruit computer tutors.
- STAR/PAL law enforcement officers will also be asked to provide after school computer assistance.

A “Techno Teen” program would be a work experience for teens. Each student would work 10 hours per week during the school year and 15 hours per week during the summer. Youth could have a supporting role in the development of computer experiences for younger children and adults they could rotate through a number of intern-like situations throughout their library branch work site and offer technology and homework assistance to younger patrons. Teens would take the lead in organizing recognition ceremonies to mark successful completion of programs. Parents, staff, program partners and community organizations will be invited to these events.

**Goal 3:** An environment that provides programs and materials for the Barrio Logan community to explore their cultural heritage and the heritage of others.

### c. Centro Cultural



Sixty-eight percent of the Logan Heights community is Hispanic. Most homes are bilingual and in some homes, only school age children speak English. For many, English is the second language. A great need was expressed for books in both English and Spanish at community meetings and in customer comment cards collected at the library. A comprehensive collection of materials in Spanish, both book and non-book, will be a major focus of the library's collections.

In addition, a need was expressed at community meetings for programs that preserve the area's history, especially for its children and to learn about other cultures. The library's vision is for a space that would not only provide a collection of materials in Spanish for community residents, but a space for displays, exhibits and programs from service area schools, museums and from across the border that would provide enrichment and learning activities for the community.

#### Staffing and Open Hours

The Centro Cultural will be open and available to students and all other library patrons 9:30am to 8pm Mondays through Thursdays, 9:30am to 5:30pm on Fridays and Saturdays, 1:00 pm to 5:00 pm on Sundays. Teachers can make appointments to bring their classes for group instruction and orientation. Priority will be given to classes during the school day. In addition, to accommodate any classes that wish to come to the library earlier, staff will be available one hour before the branch opens.

It is anticipated that volunteers would be recruited from the community, nearby colleges and community colleges to act as "docents" and present programs on Barrio Logan's rich cultural heritage. Programs would be planned by library staff and school staff.

To foster youth development among teens, the "Youth Board" will be asked to develop cultural programs of interest to children. Programs would coordinate with the school's history/social studies curricula. Bibliographies and pathfinders for students would be developed in conjunction with the programs.

#### Programs and Partnerships

Local museums would be contacted for guest speakers and programs. The library's partnership with the San Diego Museum of Art, and the Museum of Man would provide exhibits, displays and speakers on Mexican-American/Chicano history and culture.

San Diego State University and other local colleges and community colleges would present programs on Aztec history and culture.

The Centro Cultural de Tijuana would provide interesting speakers, exhibits and displays.

Local artists, such as Mario Torrero would provide present art programs and lectures to students and other library patrons.



*Art exhibits and displays:* Since this space is also designed to accommodate student art and exhibits, local schools in the service area will provide art projects based on topics covered in the curriculum. For example, California missions could be explored in programs featuring students to explain the history behind the missions and their significance to California history.

*Programs designed by teachers,* such as historic recreations would have students recreate significant events in Mexican-American history.

*Videoconferences* with other schools and museums would be held to provide a broader cultural perspective for students and community members.

*Programs designed by Teens* such as a reader's theatre would be presented for younger children.

## **6. Jurisdiction-wide Service**

The current Logan Heights library serves as the only local venue for books and materials for the residents of Barrio Logan. One of the smallest branches (3967 square feet), collection (40,691 volumes) and electronic access (8 computers), the branch barely meets the growing needs of the community to provide a broader array of services to its residents. The library's proximity to all service area schools (each less than 1 mile away) makes it a gathering place for information. Unfortunately, its size precludes community meetings or programs. While it fulfills the "mission" of the San Diego Public Library, it cannot provide the wide variety of services that patrons now expect from our libraries.

Logan Heights Branch is unique in that it is one of the few libraries in the San Diego Public Library system that serves a majority of non-English speaking residents. Even though the current non-English language collection is small, only 7,213 items, it is a far greater collection than its closest neighbor, a branch which is more than two miles away. Residents expect materials to be at their "home" branch.

A new, expanded branch will not only accommodate a larger non-English language collection, but also provide the additional computers and homework materials residents have been requesting for many years. It will also help the schools in the service area achieve a greater student success rate and raise API scores. As mentioned previously, there is a strong correlation between library use and higher standardized test scores, improved study habits and grades. (Mediavilla, 2001)

## **7. Technology**

As noted in the Community Needs Assessment, this is an area where many residents live at or below poverty levels. Schools in the area report that 90% or more children in their student population receive free or reduced



lunches. Two schools report that 100% of the student body participates in this program, which is based on low income level. Schools in the service area report that their school population of Hispanic, African-American and Indochinese students is over 90 percent.

According to the San Diego City Schools Testing, Evaluation, Research and Compliance Research Reporting Unit, “it should be noted that race/ethnicity, a factor often considered in student performance, is closely associated with economic status...There are large differences among racial/ethnic groups. Indochinese, Hispanic, and African-American students are two to three times as likely to be certified eligible for free and reduced meals as Asian, Filipino and White students. Six of every seven Indochinese and Hispanic students are certified eligible for free and reduced lunches compared to one in four White students”.

Based on this information, the children in the Logan Heights service area and their families live at or below poverty levels. It should also be noted that these families are less likely to have computers. They must rely solely on the schools and the library to provide this type of service. Using a computer to complete homework assignments, do research through the Internet and use electronic databases is something that teachers feel is imperative in assisting them towards the goal of raising student test scores and having students achieve academic success.

Research has also shown that young children benefit from the use of technology. The Northwest Regional Educational Laboratory, in their publication *Technology in Early Childhood Education: Finding the Balance* (Van Scoter, Ellis and Railsback) note the following findings:

- Computer play encourages longer, more complex speech and the development of fluency
- Children tend to narrate what they are doing as they draw pictures or move objects and characters around the screen
- Young children interacting at computers engage in high levels of spoken communication and cooperation, such as turn-taking and peer collaboration.

The authors also note that “when used appropriately by skilled teachers, technology can support and extend learning in valuable ways, and can increase educational opportunities for children”. (Van Scoter, Ellis and Railsback, 2001)

The impact of the “digital divide” on Hispanics and African-Americans has been studied in *Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County* (RTA, 2001). This study notes that African-Americans and Hispanics use public facilities to access the Internet more often than other ethnic groups. “This indicates that improving access to public facilities could help bridge the digital divide.” (RTA, 2001 pg. 10)

Through a generous grant from the Bill and Melinda Gates Foundation, Logan Heights Branch received six Internet-connected computers. Unfortunately, this has still been inadequate to meet the needs of the community. The total number of computers for the



28,883 residents now total eight. During the 52 open hours per week, only 416 residents could use computers at the library. Community meetings and surveys indicated that the desire for residents to bridge the “digital divide” is very strong. Teachers expressed the need for their students to be able to access the Internet for research, and use computers for word processing. Many library patrons are turned away from using the eight computers at the current library because they are always booked.

In addition, library patrons and members of the community want computers to help them with their day-to-day needs. Adults want computers to research the job market, write resumes, complete job applications and learn the computer skills necessary to help them obtain better jobs.

Having additional computers would also help staff in effectively assisting the public. There are currently no reference computers and only 2 computers for circulation desk functions. The Branch Manager is constrained in writing reports or personnel documents. The Youth Services Librarian must go off-site to produce flyers or program announcements. Morale is low and staff frustration is high because they do not have the computer access to assist parents, students and other library patrons.

This section will be organized around the *functions* that technologies will be asked to perform in the library, rather than around the *hardware* or *software* that will be purchased. The rationale for organizing thinking about technology in this manner is a reflection of a very basic but difficult reality: the precise *form* of technology that will comprise the technology infrastructure of the Library cannot be identified prudently this far ahead from actual construction of the new facility. Technologies evolve so rapidly that specific hardware and software plans made today are obsolete six months from now. For example: should the library be organized about wireless technology? Should PC’s as we know them today be planned for? What technologies are likely to be in homes in San Diego when the library opens for business? We do not know the answers to those questions today and making premature decisions about specific technology infrastructure could end up being very costly. We can, however, specify with some clarity the kinds of functions the technology system will need to perform, irrespective of the specific technologies selected.

Following are brief portrayals of how technologies will be used to support the programs, collections, and operations of the Logan Heights Library.

### **Technology Functions**

- **Provide adequate access to technologies for all**

To achieve the goals of the Library Plan of Service, technologies must be ubiquitous in the Logan Heights Library. There must be *enough* physical access to appropriate technologies to meet the increasing demand for access in the community. In the Logan Heights Library, this will mean having enough workstations, viewing facilities, and other technological ports so that patrons do not need to spend an unreasonable amount of time waiting for access.



The question of *what* technologies patrons will seek out will be addressed in the remaining functions outlined below. While it is unlikely that any public facility will be able to provide instant access to all people who want it, exactly when they want it, it is possible to plan for enough technology to ensure that most patrons will not need to wait excessive amounts of time.

Increased access to technology for all may consist of some or all of the following:

- Substantial increase in the number of PC workstations available to patrons throughout the Library.
- Wiring that will permit patrons to bring their own PCs to the Library and plug in to the Library network and the resources it offers.

The question of exactly how many public access computer workstations should be placed in the Logan Heights Library has been determined by the Buidling Program submitted with this application. It contains many special features, including a Computer Resouce Center and “digital homework center” to meet the needs of students at adjacent schools.

- **Enhance patron and staff capacity to find relevant information**

One of the most important uses of technologies will be to enhance the quality of information searching that can be done by both Library staff and patrons. To date, technology has provided enormous power to the searcher, through online catalogs, Internet search engines, and similar programming. However, there remain obstacles to finding needed information, particularly in those instances where the user does not have a precise understanding of what he or she is looking for.

- **Provide patrons with opportunities to store and explore their information**

As patrons gain access to tools that enable them to find more and better information, they will also begin to want a place to store the information they find, and to spend time exploring that information in various ways. The technology system should provide patrons with the option to store and explore.

One vision for this service was portrayed in a *Technology Vision Paper* prepared in 1997 for the San Diego Public Library by RMG Consultants, Inc. That paper described a view of technology from the perspective of a patron, and included these points:

- I (the patron) will be issued a “Smart ID card (sponsored by local businesses) that gives me physical access to restricted areas within the building, and to electronic information resources provided by the Library to holders of the Smart ID Card.
- I will be able to save electronic files that the Library will store for me in my Private Electronic File that only I can access, through the use of my Smart Card and my PIN. When my private electronic file fills up, I will be asked to remove information before I can store more.



- I understand that while the Library has subscribed to many electronic information resources that I can use free of charge, I can also access through the Library's network hundreds of others on the World Wide Web. (RMG Consultants, 1997, pp. 4-5)

While the system implemented by the Logan Heights Library may or may not look exactly this way, the intent is to have some system in place that will allow patrons to store information in a secure environment.

- **Support patron learning environments within the Library**

The Logan Heights Library will establish a number of technology-supported learning environments to enhance patron learning. While in a sense the entire library is a learning environment, within the library will be several areas dedicated to instruction and learning.

The primary example of such a learning environment will be the Computer Resource Center. This area will be dedicated to activities focusing on electronic access, but may also be used for any more formal class for which online access to computers would be necessary or helpful. For example, one of the sessions might involve students in searching for resources on the Internet as part of the program session the students are attending.

- **Facilitate Patron and Staff Communications**

One aspect of participation in the global information society pertains to the ability of individuals to communicate with other people, organizations, governments, etc. The library intends to provide opportunities for patrons and staff to access communications channels. The library will provide such opportunities through at least the following mechanisms:

- Patrons and staff will have access to workstations that permit e-mail exchange, in whatever form is available at the time. For many patrons, the library will be their only access to e-mail service.
- The library will offer video conferencing services to patrons and staff. These services may include community meetings, seminars with remote participants, small business connections, local, State, or national town hall meetings, and other kinds of functions that require gathering people from remote locations together.
- **Provide reference services to patrons outside the physical walls of the Library**

Many public libraries, including the San Diego Public Library, are using technologies to provide reference services to patrons who are remote from the library facilities. This will be particularly valuable for students who will be able to receive information



directly in their classrooms. To do so will require the use of a range of technologies, including, but not limited to:

- E-mail submission of reference questions, with e-mailed responses to those questions in a timely fashion.
- Instant messaging submissions for ready reference questions, with instant messaging, interactive responses.
- **Support Library Programming**

The Logan Heights Library will utilize technologies to support all of its programming efforts as needed and appropriate. Following are some examples of such technology support:

- The Logan Heights Library will equip its meeting rooms with high quality audio and projection equipment, online computer access, and other forms of technology that will support presentations, interactive participant activities, etc.
- The library will select and maintain electronic resources to support programming efforts, such as making available high quality educational programs to directly support the Homework Resource Center. The perspective is one of using technologies to enhance and extend whatever programming efforts are being undertaken.
- **Preserve local culture**

The Logan Heights Library will use a variety of technologies to preserve and share local cultural resources with the community. To that end, the Library will:

- Maintain video equipment which can be used to record cultural events and other activities that may be of interest throughout the community, and will catalog these videos for access by the public.

### **Technology Integration with Plan of Service**

The Library Plan of Service sets forth a number of service priorities for the Logan Heights Library. Technology will be integrated into those areas as follows:

- *Formal Learning Support/Information Literacy.* Much of the formal learning support and information literacy to be provided by the Logan Heights Library consists of the Homework Resource Center. The function of enhancing search capacity is vital to the students' effective use of information resources, and prepares students for skills they will need in their chosen career. Students are likely to make extensive use of the information storage and manipulation function, as well as the communications function. In fact, through e-mail and



“homework hotline” students will be able to access as well as retrieve information while in their classrooms.

- *Youth Development.* One of the primary purposes of the youth development service component is to provide training in the uses of technologies for teens. The workstations located throughout the library, the Computer Resource Center and the Homework Resource Center will be used to achieve this goal. In addition, it is expected that teens will teach others how to use computers in the library context.
- *Cultural Awareness.* Technology will support the Cultural Awareness role by providing quality presentation equipment and support, through the establishment of virtual communities, and through the support and enhancement of various exhibits held in the Library.

A similar analysis can be done of the proposed K-12 collaboration projects within the Library Plan of Service. Again, looking across the projects, it is evident that technology utilization is fundamental to each project. Technology is the essence of the access to technologies for K-12 students. The Homework Resource Center will employ technologies in a way consistent with technology use for homework assistance. The Computer Resource Center will use technologies extensively. As with the general service components of the Library Plan of Service, students will all use technologies extensively.

Research has also shown that young children benefit from the use of technology. The Northwest Regional Educational Laboratory, in their publication *Technology in Early Childhood Education: Finding the Balance* (Van Scoter, Ellis and Railsback) note the following findings:

- Computer play encourages longer, more complex speech and the development of fluency
- Children tend to narrate what they are doing as they draw pictures or move objects and characters around the screen
- Young children interacting at computers engage in high levels of spoken communication and cooperation, such as turn-taking and peer collaboration.

The authors also note that “when used appropriately by skilled teachers, technology can support and extend learning in valuable ways, and can increase educational opportunities for children”. (Van Scoter, Ellis and Railsback, 2001)

In February, 2001, the San Diego Regional Technology Alliance (RTA) published *Mapping the Future for Digital Connections: A Study of the Digital Divided in San Diego County*. This 6-month study surveyed residents and analyzed the results. Of the findings, the most significant for the Logan Heights community are that:

- “In San Diego, 81% of Asians and 80% of Caucasians own computers, while only 59% of African-Americans and 52% of Hispanics own computers. 74% of Caucasians and 72% of Asians



access the Internet at home, but only 52% of African-Americans and 41% of Hispanics access the Internet at home.

- Hispanics are significantly disadvantaged-both in terms of computers, homeownership and in knowledge of technology...Even though Hispanics make up 25% of the general population, they represent 42% of the unwired population.”

(RTA, 2001)

It is evident that the integration of technological functions into the Plan of Service is fundamental to implementation of the service plan. Technology will be regarded as a tool, as an important aid to finding and understanding information. Technology will not be installed for its own purposes, but rather to serve the purposes of the library itself, and the patrons who choose to use the services provided by the Logan Heights Library.

### **Technology Planning**

Significant work has been done on planning for technology that will be incorporated into the Logan Heights Library and, indeed, the entire San Diego Public Library System. A document entitled *Information Technology Strategic Plan for San Diego Public Library* has been completed, and is undergoing final review within the Library. The document, produced by RMG Consultants, Inc. (RMG, 2002), contains a rich array of suggestions for a technology system.

The *Information Technology Strategic Plan* contains much detail on the various components of a technology system that will support the Library's goals, but one section of the Plan is perhaps of most interest in this present proposal. The Plan identifies some high priority systems, services, and projects that the Library system must undertake in order to select and implement a technology system that will permit effective undertaking of the functions listed above. The recommended steps for the Library include:

- Begin the process to replace the badly outdated DRA Classic Integrated Library System with a Next-Generation Integrated Library System (NGS or ILS);
- Select additional PCs for patron use;
- Design and implement systems for workstation management;
- Investigate and implement Best Practices for basic literacy operations, in the context of planning and procuring an NGS. To identify best practices, the Library should establish benchmarking and best practice teams for:
  - Technical services
  - Public services
  - Children's services
  - Digital Cultural Heritage collections
- Establish an internal *Library Technology Board* to enhance oversight and decision making regarding technology in the Library, and train its members.



- Develop special systems, services, and programs for children, including the design and implementation of an icon-based children's Web catalog.
- Create partnership initiatives with other educational and community organizations to enhance technology sharing.